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CCAM
COMMONWEALTH CENTER FOR ADVANCED MANUFACTURING

Marketing Committee Meeting

Monday, November 25, 2013

1:00 o'clock p.m.

Institute for Advanced Learning and Research (IALR)

150 Slayton Avenue

Danville, Virginia

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1 **APPEARANCES:**

2

3 Mr. Bruce Sobczak

4 Director of Workforce Development

5 Mr. Hugh Keogh

6 Ms. Katherine A. DeRosear

7 Virginia Manufacturers Association

8 Ms. Gayle Barts

9 Virginia Tobacco Commission

10 Dr. Charlie White

11 President, Wytheville Community College

12 Mr. Glen Wood

13 RTI International

14

15 **COMMISSION STAFF:**

16 Mr. Timothy S. Pfohl

17 Interim Executive Director and Grants Program Manager

18 Mr. Neal Noyes

19 Senior Advisor

20 Ms. Stacey Richardson

21 Executive Assistant

22 The Honorable Frank M. Ruff

23 Vice Chairman, Virginia Tobacco Commission

24

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1 November 25, 2013

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3 MR. NOYES: Good afternoon, everyone. It's 1:00
4 o'clock, and we're most appreciative of you taking the time to be
5 here today. I have the shortest piece, ladies and gentlemen, to
6 introduce Bruce Sobczak. He's the new hire at CCAM. For those
7 that don't recall, the Tobacco Commission has provided funds to
8 CCAM for an economic development specialist who will be the
9 director of Workforce Development. Bruce's duty date was
10 October 1st. And we met and talked relatively soon after that
11 and attended a number of meetings. He had some other travel
12 schedule.

13 Bruce's resume is in your packet inside the cover
14 sheet or agenda sheet. Please take a look at it. With that, I'll
15 turn it over to Bruce.

16 MR. SOBCZAK: Welcome, and good afternoon. Thank
17 you so much for coming. As Neal said, I've only been on since
18 October 1st, but I'm trying to hit the ground running. I've had a
19 lot of miles driving across the region, and there definitely are
20 some geographical challenges here, how you spread yourself out.

21 So, two of the teams have already met, and this is the
22 first meeting I'm attending of the Marketing Committee. I
23 wanted to give some structure, go over kind of the framework of
24 this project. I want everybody to know what CCAM's role is and
25 what my role is and the role of the Committee.

1 I got some slides, so don't worry, you don't need to
2 be watching them. It's primarily to keep me on line.

3 This project is about advanced manufacturing, and
4 this is based on some key findings and recommendations of the
5 Boston Consulting Group, which was the January, 2013 report.
6 The higher level overall regional objectives, there are two major
7 targets for success, increasing the capacity and capability of the
8 community colleges and other training organizations to develop
9 skills that employers require, and attracting individuals to pursue
10 careers in advanced manufacturing. That should be a special
11 interest here to the Marketing Committee.

12 Getting down to the essence of what we're here
13 about, and our major objective is to establish three Centers of
14 Excellence, to provide hands-on training in the priority skills
15 area. These skill areas are the machining trades, what I call
16 machining professionals, some specialties like tool and
17 diemakers. The second category is welding, and we need
18 welding professionals. Then industrial machinery mechanics.
19 These are the primary job classifications identified at the mid-
20 skill level, so that's what we're going to focus on. That split is
21 approximately 50 percent of the 70 to 80 graduates coming out
22 of each one of these three Centers of Excellence. They will have
23 an industry-recognized certification. Fifty percent of
24 approximately 75 be in machining trades, with about 28 percent
25 in the welding trades, and 22 percent in that industrial

1 maintenance mechanics. I think that's the biggest challenge
2 finding that category. That is the focus, ladies and gentlemen.

3 We've got some budget estimates here that we don't
4 need to get into here, but we have the Resources Committee that
5 will be looking into this and trying to keep some budget. One
6 thing that the Marketing Committee might find, these
7 recommendations also include mobile units. In my past life,
8 coming from Southern California, these mobile units were very
9 effective in getting the word out in some of these rural areas, so
10 one of the things we should talk about is these mobile units, not
11 only as a learning tool platform, but as marketing platforms,
12 we've got to get kids excited about manufacturing. They don't
13 know what they don't know. They need to know what the new
14 manufacturing jobs are and what it takes and what they pay and
15 their parents need to know, because you're going to get a lot of
16 not-my-kid syndrome out of the parents who would much rather
17 have their kids all go to college. So that's one of the challenges
18 we're facing here.

19 Now, the structure, and I'll go through this real quick.
20 The leadership and governance model. Obviously, the Tobacco
21 Commission is heading this up, CCAM is their partner in this. The
22 boards of each of these organizations will provide that high level
23 guidance and overall budget, key results and measurable results
24 that they're expecting. My role in this is to facilitate these
25 meetings and act as a conduit between these meetings. So

1 taking it, I want seamless communication through all these
2 committees and to the board, prospective organizations.

3 I can provide technical expertise, as you can see from
4 my resume, because I've set up manufacturing operations all
5 over the world, like Europe, Asia, United States, and Mexico. I
6 can create some project plans to facilitate that, and I'll get
7 groups together. For instance, the Curriculum Committee Group
8 who had very high level people in our committee and there's a lot
9 of work to be done, so we are looking at getting together groups
10 of instructors to do best practices and make recommendations to
11 the Committee. I'll be putting that together based on our
12 agreements here and getting the working groups together to
13 provide us research and resources and answers to facilitate all of
14 this.

15 In the Curriculum Committee, we're going to seek
16 consistency with all our recommendations and we're going to
17 recommend standardized curriculum. These all have to lead to
18 some sort of industry-recognized certification. It's one thing to
19 talk about how great our school systems are and how great our
20 training programs are, but data turns opinions into facts. If I can
21 go to Airbus for some of the other partners that CCAM is
22 attracting here and saying we have certified 220 NIMS-level
23 machinists last year, but that opinion just got backed up with a
24 lot of data, and that's looking a lot more like a fact. That's one
25 of the things we have to decide on. We have to decide on

1 standards for the welding and also for the automation and
2 hopefully we'll have a little discussion on that, and there's some
3 gray areas affecting that.

4 The Resource Committee is going to establish the
5 overall budget and review our committee budgets and we're
6 going to work on some kind of budget and some type of
7 activities, and that'll have to go through the Resource
8 Committee.

9 Then finally the Marketing Committee, and what do
10 we expect from you? Please be active participation in all the
11 meetings and we seek consensus within this group. In
12 consensus, no one gets their ideas. Remember, consensus
13 means no one gets their idea, it's the best situation we can all
14 live with and we're going to move through on that. We're not
15 compromising on the certification and some of the framework of
16 this project.

17 Some of the things identified in the Boston Consulting
18 Group Report, internships, apprenticeship, developing a matrix to
19 track at success, and that's part of the marketing of our results,
20 and that's the focus for us today.

21 The Boston Consulting Group suggests that one
22 located in Southwest and two in Southside. We are looking at a
23 request for proposals, and we're putting it out there, and Tim
24 and I are working on kind of a proposal for that or actually
25 working on the framework for that, and we want to see what all

1 the training resources in the area can come up with. Hopefully,
2 today, what I want out of this discussion from the group is a lot
3 of great interaction, and I'll keep you on track because I want to
4 keep this focused on marketing. And those are the issues we
5 want to tackle today, and I'd like to have a lot of open debate.

6 MR. NOYES: Tim, do you want to go over what we
7 anticipate for the RFP?

8 MR. PFOHL: Subject to the consensus of the
9 Committee and the leadership, what we envision is Senator Ruff
10 having the Education Committee take a look at this at the
11 January meeting, and that's not something we've talked to him
12 about with yet, but we will, so we're glad you're here. To update
13 the Commission's Education Committee about where we're at,
14 the process, what has been discussed, the three work groups,
15 where we see this process heading with some milestones and
16 timeframes in this process. What we would envision at this point
17 subject to changes and decisions made by the groups
18 respectively is that the Education Committee of the Tobacco
19 Commission to issue an RFP, an early 2014, for late January or
20 first of February.

21 We would then have to give prospective applicants a
22 significant amount of time to put together proposals to compete
23 for the COE selection. To use a phrase I came up with in
24 Abingdon last week, this will be a grant application on steroids.
25 We're asking folks to put together to identify a site, to put

1 together a partnership that's educational providers, industry
2 advisors, that it will deliver the curriculum that's defined by the
3 Curriculum Committee and to identify the equipment and how
4 they will propose paying for it. And this is a dollar-for-dollar
5 matching fund program, so we're going to ask regional partners
6 to come together in collaboration to identify a site, identify the
7 equipment that'll be needed, to identify the educational providers
8 and to identify who the instructors are going to be. The
9 instructors have to be certified in order to get to the NIMS and
10 welding society, certifications, and so forth.

11 This is something that was discussed in one of the
12 committees last week, or actually in the Curriculum Committee
13 last week. Identify systems that can be put into place. If you
14 have a candidate to enter the COE Program and if that person is
15 lacking one or two skills like a math skill or something like that,
16 how would you screen these people so you can identify those
17 people that most readily would, who could go into a COE Training
18 Program, and how do you have the support systems in place for
19 those people that are just missing a piece or two that could affect
20 their success as a COE and skill-level training. Then what
21 remediation systems can be in place to redirect for folks to get
22 the skills that they need to be successfully certified at the mid-
23 skill levels that we identify.

24 We're going to ask these regional applicants to put
25 together an operational budget not totally relying on Commission

1 funding but sustainable for the foreseeable future. These will be
2 very complex proposals and we're going to be asking folks to put
3 together for us. Frankly, we're going to tend to set the bar fairly
4 high because the reality is that there are a lot of communities
5 who feel like they want to host a COE because they've got a
6 vacant building in town and they have an interest in this, but
7 many don't have the overall capacity to sustain a Center of
8 Excellence.

9 So we're going to try to put together an RFP that gets
10 us to the strongest candidates, and then have a negotiation
11 process with those candidates to bring them back in late spring
12 to make some recommendations to the Commission's Education
13 Committee, which is the funding vehicle for this. There's a \$10
14 million budget set aside in the Commission's Education Program
15 this year to establish the three Centers of Excellence. Ideally,
16 we'll be make some funding recommendations to Full
17 Commission when it meets in late May about creating the first
18 three Centers of Excellence. So that's what we have in mind, a
19 very ambitious schedule.

20 MR. SOBCZAK: We're going to frame this based on
21 the recommendations from the Committee, and there'll be
22 certain things that cannot be compromised. These have to meet
23 certifications and there's no debate about that. We have debated
24 a little bit on what those certifications are and the categories,
25 and that's pretty clear, because when we get into the factory

1 automation, there'll be a couple, but those are the things we'll
2 frame and make sure everyone entering in this process knows
3 that we're putting X amount of points on partnership, X amount
4 points on curriculum and instructors, and there'll be a certain
5 expectation in all these areas. We want release the creative
6 minds of these people and find out what their resources are and
7 what they have to offer, so it's going to be a great process.

8 There are some other examples in there of things I've
9 used in the past, work plans and things for your light reading. In
10 the packets, you'll see some work plans and some other
11 applications and some information on some of the NIMS
12 certifications. That relates to the machining world and that's
13 pretty clear.

14 So with that, I think we have covered and established
15 what the framework is.

16 MR. KEOGH: I'd like to make a comment.

17 MR. SOBCZAK: Sure. I want this to be very
18 interactive.

19 MR. KEOGH: Who's making the decisions, the
20 Tobacco Commission?

21 MR. NOYES: The Education Committee will make the
22 actual recommendation to the Full Commission. The Education
23 Committee would be hearing the structure of the RFP. The three
24 subcommittees are making decisions on funding and making
25 recommendations to Senator Ruff's committee, they will be

1 making the actual decision.

2 MR. SOBCZAK: We plan on having experts assembled
3 to rate them.

4 MR. NOYES: We'll do that on the subcommittees.

5 MR. KEOGH: The providers are not necessarily, the
6 proposers are not necessarily existing institutions or
7 organizations, it's the ad hoc group together with the locality.

8 MR. SOBCZAK: As Tim said, the purpose is a lot of
9 work.

10 SENATOR RUFF: I don't think everybody can hear
11 you, can you either use the mike or step up here?

12 MR. NOYES: He was questioned on the existing
13 entity, and the answer is there'll be a consortium, that is, they
14 have to be eligible as applicants of public funds managed by the
15 Tobacco Commission.

16 MR. SOBCZAK: What might help here is we have
17 Katherine DeRosear from the Virginia Manufacturers Association,
18 and I've had the pleasure of meeting these folks when I first
19 moved out here. The kick-off was a wonderful conference up in
20 Charlottesville. Katherine, maybe you can take us through your
21 presentation and talk about the marketing you've done.

22 MS. DeROSEAR: Thank you. I've got my
23 presentation.

24 MR. SOBCZAK: I think we see this as an element of
25 proposals, and obviously the Marketing Committee is one of the

1 three significant tasks of Boston Consulting and is critical to
2 attracting students to this pipeline. Obviously there's going to
3 have to be a very robust foundation or entry level, including
4 skilled training and support infrastructure because you can't run
5 until you first crawl and then walk. We've got to get students
6 into the foundational field training before we get them to the
7 mid-skills level. Attracting fully qualified applicants, that's not
8 only the foundational training but then into the mid-level training
9 is going to be a significant challenge. A lot of families have
10 negative perceptions of manufacturing careers and they think it's
11 dirty and dangerous. If they saw the inside of Rolls Royce, I
12 think they'd see what advanced manufacturing is really like, and
13 it looks very different from industries of years ago.

14 A quick aside on our visit to England, the Rolls Royce
15 Apprentice Academy. A month or so ago, we had an opportunity
16 to speak with some of the students that are enrolled, and they
17 start as young as 16 years old and up into their early twenties.
18 We got an opportunity to ask some of these students what
19 attracted you to the Rolls Royce Apprentice Program, and almost
20 every single one of them said it was family and friends, mother,
21 father, sister, brother, that works for Rolls Royce and they knew
22 what a career at Rolls Royce was like. There's a lot of
23 prospective students out there that don't have that family
24 connection. So marketing these careers is going to really be a
25 challenge and is a component for making for a successful Center

1 of Excellence.

2 MS. DeROSEAR: Thank you for your leadership in
3 providing the opportunity to present my *Dream It. Do It. Virginia*.
4 In your packet, you'll see a plan that's titled *Dream It. Do It.*
5 *Virginia Network: Strategic Partnership Plan*. It's on page 9 of
6 your packet. Rather than going through it item by item, I
7 thought it might be better today to demonstrate it and
8 information contained in the proposal to assist with the Centers
9 for Excellence. With that, I'll go ahead and have it up on the
10 screen and I'll be sitting her for a portion of the presentation,
11 and then I'll have to go to the computer to navigate the internet,
12 so I'll be going back and forth. And I hope that is not too
13 distracting. Bruce shared in his opening slide using the Boston
14 Consulting Group Study as the context for the recommendations.
15 I understand how they describe the overall as far as growing the
16 advanced manufacturing clusters.

17 Before we start thinking about marketing the careers,
18 we need to understand what the demand is and which
19 occupations are targeted most with the marketing effort. So
20 from the Boston Consulting Group Study, we are going to create
21 an advanced manufacturing cluster at the Virginia Tobacco
22 Region. The aggregate demand is 6,840 jobs by 2017. The
23 breakdown of these jobs is important when you think about the
24 overall picture. On the high scale jobs, those with the four-year
25 degree, there's an annual need of 1,055 in the region.

1 According to the Boston Consulting Group, Virginia on
2 a whole produces enough graduates in those programs with a
3 four-year degree or higher and an over-supply of 1,145
4 individuals for the Advanced Manufacturing Cluster in the tobacco
5 footprint. If you look at the median scale, those that require
6 more than a high school diploma and less than a college degree,
7 there's a projected need of 1,895, the shortfall shown in red of
8 1,045 skilled workers per year coming out of our two and four-
9 year institutions. Now, if you compare that to the Tobacco
10 footprint where the first number, if you look at statewide
11 production of four-year degrees, build jobs in the Tobacco
12 Region, and there's an oversupply.

13 When we look at the low-skilled workers' figure and
14 considering the supply coming from the footprint, we look at
15 unmet needs of 1,000. For the low-skilled job, there's an annual
16 need of under 4,000. We currently have more than 1,600 people
17 who are the low-skilled categories for which there won't be low-
18 skilled jobs. How do we convert that 1,600 people supply into
19 that median-skilled worker? Of course, that's how the work has
20 been done by the Curriculum Committee and other committees,
21 and the main thing is the understanding of the existing
22 workforce. Right now, we have 1,600 individuals per year that
23 we need to convince and get out and get the message out,
24 consider jobs and careers and modern manufacturing. Then we
25 have to cover it with the second approach and coming through

1 the K-12 system. The Boston Consulting Group Report
2 recommends a two-pronged approach to grow this advanced
3 manufacturing cluster.

4 The first, which Bruce talked about, the capacity and
5 capabilities of the education system produce skilled workers. The
6 second is changing the perception of individuals in the region,
7 attracting them to manufacturing careers.

8 This is just a quote from the actual report whereby
9 BCG people typically think of careers and manufacturing
10 dangerous, male, and dirty, when really there are high paying
11 jobs in the 21st Century with the appropriate skills. Then we
12 have to think about how do we market this and how do we
13 change that perception.

14 The solution is really *Dream It. Do It. Virginia*. It
15 makes sense this would be the foundational element, what we do
16 as a committee and breathing life into the BCG Report. This is
17 industry-driven and developed by Virginia manufacturers for
18 Virginia manufacturers. It's their contribution helping to hone
19 those skills, to make it attractive, and make these careers
20 attractive.

21

22 NOTE: At this point, the video presentation is made.

23

24 MR. SOBCZAK: Katherine, let me interrupt you. Do
25 you have one that is specific to maintenance mechanic? Factory

1 automation?

2 MS. DeROSEAR: Take a look at the back. This is
3 certainly a wonderful website and tool. I can find institutions
4 that major in that.

5 MR. SOBCZAK: So we can localize this to our focus
6 area in the Tobacco Region?

7 MS. DeROSEAR: Absolutely.

8 MR. SOBCZAK: I think that's what we would be
9 interested in mostly with this committee. Certainly this is a
10 fantastic tool and I love it, but maybe we can encourage
11 everybody to go visit the site. Locally, our mission is to get to
12 these Centers of Excellence and their advanced manufacturing
13 position, so we're going to have feeding into something like the
14 Machine Program. We'll have to take, for example, Level 2,
15 NIMS machinist professionals come into the Center of Excellence,
16 come up to Number 3. We're going to have some very specific
17 marketing needs to promote that, not only the worthiness of
18 manufacturing to encourage kids from these other feeders to
19 come into this advanced manufacturing environment.

20 MS. DeROSEAR: The thing about manufacturing jobs,
21 we certainly have career exploration.

22 MR. SOBCZAK: There's another aspect of that,
23 Katherine, and that is attracting businesses like Airbus and
24 Volkswagen to come and be a part of this region to take
25 advantage of the workforce.

1 This is fantastic, Katherine, but what I'd like to get is
2 give us a high speed overview, and I'd like to get input from
3 others before we lose our time here. That's certainly interesting.
4 I've never seen it before.

5 MS. DeROSEAR: I'd be happy to answer any
6 questions about careers and encourage everyone to take a look
7 at it and the resources that have been developed in Virginia and
8 modeled from throughout the country. We have several states
9 that have adopted the overall marketing concept.

10 MR. SOBCZAK: Katherine, you are certainly valuable
11 and very unique and a great asset. You've taken on a huge
12 scope obviously and this is statewide stuff and it's excellent. I
13 think what I need to do today with this Committee and this
14 initiative involving these three centers, and now, I'd like to hear
15 from committee members and get your reaction.

16 MR. NOYES: I'd like to ask a question looking on page
17 9, Services: Item 2.a. What does the certification, the VCCS
18 Career Coaches, what's the certification?

19 MS. DeROSEAR: We have working with the Central
20 Office of the Virginia Community College System to develop the
21 Career Coach Certification and understanding modern
22 manufacturing and how to use them. We haven't yet developed
23 it, and it's a partnership with community colleges.

24 MR. NOYES: This is arranged or through certification,
25 it'll be a VCCS certification.

1 MS. DeROSEAR: Correct, be promoted through career
2 coaching.

3 MR. NOYES: It's not national or anything else?
4 They're career coaches, I didn't know there was such a thing.

5 MS. DeROSEAR: There's a national certification for
6 career coaching and VCCS has already adopted that. You can
7 look at the curriculum and with the *Dream It. Do It. Virginia* tool
8 kit because manufacturing is so important to many of the regions
9 in the Commonwealth, and career coaches are assisting in all
10 that process.

11 MR. NOYES: You've done the technology CAMs
12 previously?

13 MS. DeROSEAR: Yes.

14 MR. NOYES: Are those licensed or --

15 MS. DeROSEAR: We own the curriculum, and it was
16 developed by the Seal, Inc., in Virginia Beach. This is the
17 curriculum to the Virginia Industry Foundation. We make the
18 camp available to different parties, and there is a licensed fee for
19 using the curriculum.

20 MR. NOYES: Moving to page 31, and I don't know if
21 this is explained more fully. What is Program Adoption?

22 MS. DeROSEAR: Program Adoption refers to the staff
23 or human resources that it takes to work with multiple partners
24 and implementation that's involved.

25 MR. NOYES: It's one of the line items.

1 MS. DeROSEAR: Personnel, travel, and that type of
2 thing.

3 SENATOR RUFF: I want to give you a marketing tool
4 that might be of valuable. This was done by a research
5 company, and it profiles exactly how we compare first year
6 income for people that came out with an Associate's degree and
7 those that come out with a Technical degree. It compares a
8 person that comes out and works on machinery and those skills,
9 and it's almost twice the income that somebody who has a four-
10 year degree in philosophy.

11 MR. SOBCZAK: That's interesting information. That's
12 what we've got to reach out to and we've got to do that locally
13 trying to develop these, start keying on these things right away.
14 What about thoughts from the Committee on localizing some of
15 these efforts that are typical to the region, specifically to the
16 region?

17 MR. KEOGH: I have a question that relates to that.
18 Katherine, you've done a lot of research on adaptability and
19 other things to this program. On page 25, you note the impact,
20 has this program been exposed or how has it come out in South
21 Boston or Danville? Or is there a military aspect to it?

22 MS. DeROSEAR: The military manufacturing program
23 transitioning for careers in modern manufacturing. We work
24 actively with the different branches of the service to identify
25 individuals that are interested, and we put them on a fast track

1 career path starting with the Level 1 certification, and they
2 pursue that, and then pursue additional education as needed
3 based on the career that they have selected. The way we do the
4 outreach awareness is through the Career Information System.
5 A military to manufacturing component where I can type a key
6 word from a military title and then hit search, and that'll return a
7 list of civilian occupations in that system and it asks what you did
8 in the military. Then from that, they can select credentials,
9 education, and training. And that's the way *Dream It. Do It.*
10 *Virginia*, they had that skills translator functionality included.

11 MR. NOYES: This takes somebody who is trained in a
12 particular MOS and identifies those occupations that they fit into
13 and then you help them go from there to where?

14 MS. DeROSEAR: To an occupation profile, current job
15 openings, or if you want to take more training or go for
16 certification to an occupation, it'll show the institutions and it'll
17 find, say, Averett and institutions in the Tobacco footprints.

18 Then you go to an institution profile, as well as
19 interacting and select the system to work with the portfolio in the
20 system. We can work with the appropriate teams, how do we
21 customize a system, fit the aim of the BCG report, and what
22 we're trying to achieve. We could customize that effort to the
23 technology platform and we can do that. People in a particular
24 zip code, they log on and they see something that's slightly
25 different than sitting in Northern Virginia.

1 Right now, an individual has to manually, and if I'm a
2 user on the system, I can go in it and change it and pick my
3 region and we can fit the Tobacco footprint to that certain zip
4 code and use the system in a different way.

5 MR. NOYES: It does not necessarily provide for entry
6 into one of the Centers of Excellence for the mid-level, the
7 already have the level of schools.

8 MS. DeROSEAR: The way in which we would handle
9 that is they're not included in the proposal. We have a network
10 which would be some career information groupings, and then the
11 Centers of Excellence with our programs. Say someone wants to
12 pursue a program at the Center of Excellence, they could find out
13 the offices and their schedule, and we have that component to
14 access that information. It's more on the curriculum side.

15 MR. NOYES: This broader and populating center of
16 excellence, you get the mid-level credential?

17 MS. DeROSEAR: There are two options here, and
18 considering the Centers of Excellence and Option Number 1, or
19 Option 2 in the budget, and that could be found with other
20 creative partners around Workforce Development.

21 MR. NOYES: Thank you.

22 DR. WHITE: You told me this once before, when do
23 we expect to have the first class ready to go into for a
24 timeframe, or when is the first Center of Excellence ready to roll?

25 MR. SOBCZAK: I hate to commit to that.

1 MR. NOYES: 2014 would be the soonest, fall of 2014.
2 There was discussion last week about or, for example,
3 community college personnel that we need grade to certifications
4 for those people, training the trainers, and that's probably as
5 soon as it could be, that's what also the Curriculum Committee
6 thought was possible, and that could be recommended to the
7 Education Committee.

8 MR. SOBCZAK: We all have different dates, and I'll
9 tell you who's most, I'm not a half-full guy, and I think we need a
10 bigger glass type of guy and we're going to set this in motion.

11 Charlie, you're right, we need to come up with a
12 realistic timeline, and we can't do this until we get some
13 framework from the Committee. I have a feeling today, the
14 observation of me coming into this environment, Southern
15 California here. This is a program-rich environment, and there
16 are some great resources and great programs. It's program rich
17 and systems poor. We need to focus like a laser beam in these
18 Centers of Excellence and kick them off.

19 So I think I would suggest to this Committee we need
20 to start locally here. What is this, we need to get out locally and
21 get to the community colleges, because we're going to need
22 these instructors and we're going to need these people to pool
23 together. The bricks and mortars, the machine and men, I can
24 get that, because I've set up operations in Asia, Holland, all over
25 America, Mexico, bricks, mortars, machinery, it's Project 101.

1 Getting the pipeline together and getting those instructors in
2 place, that's where the rubber meets the road.

3 I'll clue you in on what the Curriculum Committee is
4 doing. What we need to do and what we're doing right now,
5 we're doing best practices across the whole area, the best
6 practices across the whole community college system as far as
7 curriculum and who's doing what.

8 Certification. We're looking at bottleneck, says we
9 develop all this. One of the things that makes my eyes pop open
10 late at night and gives me heartburn, the instructors. You've got
11 a lot of practitioners and got a lot of instructors, and we've got to
12 turn the instructors into practitioners and the practitioners into
13 instructors, because we're talking about advanced
14 manufacturing. And we don't have people right now, but we will
15 develop them and we'll do it again. You've seen the day when
16 we can reach out across the strait and we've got to start small.
17 We've got to get out here and say what are the instructors as far
18 as the projects that we're doing and what do you call it? What
19 about my elevator speech, it's better to run on a dirt floor, and
20 what am I going to tell them by the time we hit the ground floor
21 and we need to do that.

22 I think we can have a great strategy and I look at that
23 and think it's so great for sustainability, but we've got to kick this
24 off, we've got to understand this is special and this is different,
25 because it is going to be special and it should be. This will be the

1 Center of Excellence. It's not going to be one industry specific,
2 but it's going to be the whole trade specifics, take it to the next
3 level, that's what these centers are going to be.

4 MS. BARTS: I think a mobile unit would be a great
5 help, somebody that can go out into the communities to meet
6 with school superintendents and principals and your career
7 teachers and work its way down into the community so
8 everybody will have a little bit of understanding. Also make
9 presentations to parents and students and get everybody on
10 board because so many people ask questions, what is this, what
11 does it entail, and what is it going to mean to me and my family
12 and my community. A mobile unit could go out and reach the
13 average person who may not even have any idea what this is all
14 about.

15 MR. NOYES: Do we need one for each Center of
16 Excellence?

17 MS. BARTS: That would be good, especially in the
18 Southwest.

19 MR. NOYES: We need to come up with
20 recommendations for marketing purposes and that would use the
21 mobile capacity times three. That's something we can take to
22 the Education Committee that can say yes or no.

23 MS. BARTS: There's are a lot of these things through
24 the Science Museum. They're very impressive.

25 MR. NOYES: Does anybody know how often they're

1 out on the road?

2 SENATOR RUFF: We've got them during the summer.

3 MR. NOYES: If it was only being used a couple of
4 times a year, we wouldn't need three.

5 MS. BARTS: You could set it up during the summer or
6 at any time for that matter.

7 MR. NOYES: I agree that's a good idea.

8 SENATOR RUFF: Is that how a young person
9 understands things? Do they understand it better coming from
10 their peers?

11 MS. BARTS: It could be put up at the schools where
12 the parents can also come.

13 MR. SOBCZAK: We want to make sure we set it up
14 right. The answer specifically is that if you get a kid excited for a
15 very small investment, I started life as a tool and diemaker, and
16 I came up that way, and I've seen digital information change the
17 world. We can go out and equip one of these trailers with solid
18 work seats, very inexpensive, and you've got computers and
19 laptop, all equipped, and we can go around and have them
20 design something, have the kids design something. Three-D
21 printers now, you can get them for \$3,000 or \$4,000, I don't
22 recommend them, but you can get a decent one for 30,000 to
23 50,000, you can go out and they can work on something and
24 print out something. They can put it all together in one day and
25 that's cool and that would be needed.

1 MS. DeROSEAR: At our camp, we do have three-and-
2 a-half days, and we had them in several locations, and for three-
3 and-a-half days, and we started off with nothing about
4 manufacturing, and in three-and-a-half days, they understand
5 about raw material, production time, and they compete on the
6 last day. Teachers come, along with community leaders,
7 because it's a very powerful tool and an experience for the
8 students. That can help change some perceptions about
9 manufacturing. And the information system is great. You've got
10 to have people connecting by doing things. If you'd just give
11 them an opportunity, and then that can help fill a gap in these
12 occupations. We need a lot of people out there telling people
13 about their experiences.

14 MR. SOBCZAK: That's a great point, Katherine, you're
15 so right. When they can feel it and touch it and see it, it makes
16 a big difference.

17 The demand for the STEM grant, and you said it was
18 constant and so much so that they're going to want to get a
19 second one. So it may be that the right number is three.

20 DR. WHITE: Transportation is going to be a big issue,
21 and the more you have, the quicker. Your first class will
22 graduate when? When you go to these high schools or go to the
23 machine shop classes in high school, maybe get a list of the
24 graduates. Also, talking to the HR people in industry could help
25 refer people to us. Then there's also veterans and trying to help

1 them figure out maybe careers to get into. So we need to figure
2 out what we want in 2014 and 2015.

3 MR. SOBCZAK: Excellent point.

4 DR. WHITE: Also, college counselors, and, again,
5 veterans could be a good point to concentrate on.

6 MR. PFOHL: Katherine, on the *Dream It. Do It*, how
7 are you measuring how people that visited the site are entering
8 programs and earning credentials?

9 MS. DeROSEAR: The sites, we can view which
10 occupations, what they're viewing, and also by school district and
11 boundaries. We can judge from various activities, which is good
12 information. We don't, however, because we're not a
13 government agency or a government-funded agency, and we
14 can't plug into their grades or that information, wages or
15 occupational titles, anything like that, because we're not a
16 government-funded agent. We can certainly explore ways in
17 which we might do this.

18 MR. PFOHL: Do you have some sort of feedback
19 where sites can randomly pick people that have viewed this and
20 say would you be willing to complete a survey that says whether
21 you want to enter the program or apply for jobs?

22 MS. DeROSEAR: We could do that because, and we
23 may create a profile, and if they indicate they're military and
24 return a separate form and get more information about what
25 their military experience was. It's important to speak with the

1 users and speak to the military individually and you can push a
2 few individuals. I think what's important here is that changing
3 perceptions of individuals on the private end and using the profile
4 and create an expectation of what they think about advanced
5 manufacturing, but then maybe 30 to 60 days out and trying to
6 improve on any perceptions.

7 MR. SOBCZAK: Let's speak to Dr. White's point, and
8 when we're talking about target, let's narrow that.

9 DR. WHITE: How do you get information first? How
10 do you make this first contact? When you speak about veterans
11 and you speak with recruiters, the question is how do you get
12 them to log in the first time, to get to talk to them or address
13 this with them?

14 MS. DeROSEAR: We work with the military and we try
15 to find out when people are going to be leaving and we have to
16 work with them like a six-month advance, and that's one way of
17 trying to address this. We also try to work through career code
18 certification. We would work with over 400 career coaches and
19 the colleges ultimately. Then we have to look at the curriculum
20 and then make students aware that we have our workforce
21 investment board and one-stop career centers. Each is a target
22 population. And the government helps aid our organization by
23 taking the lead on in addressing workforce development needs.
24 We need to get the word out to all kinds of people. We want to
25 speak with many. I think we spoke with 61 different

1 organizations statewide, and all of that is around educational
2 standards and workforce development, if you can get into their
3 distribution network and these tools are available.

4 DR. WHITE: Is the organization working with the
5 career coaches throughout?

6 MS. DeROSEAR: We have, we started this past
7 summer working with various people, and then we had a meeting
8 in Richmond two weeks ago.

9 DR. WRIGHT: Do you work with any other
10 individuals?

11 MS. DeROSEAR: Working with the Blue Ridge
12 Community College and Southside Virginia Community College
13 and Virginia Western.

14 MR. SOBCZAK: So far, I've heard we need more
15 investigation into this. I think they can work as trainers. I think
16 what I'm hearing here is that there has to be more focus and
17 more specifics.

18 MR. NOYES: We need to do this for pipeline purposes,
19 not to execute the larger visions that *Dream It. Do It* has, but a
20 pipeline building tool for the three Centers of Excellence.

21 MR. SOBCZAK: I would agree.

22 MR. KEOGH: The question about how people learn
23 about all this and it seems like maybe some sort of promotional
24 effort to get in with the source, because we have to have a
25 source to start with. I think promoting it is essential.

1 MR. NOYES: I think the suggestion about a mobile
2 facility is very good. We talked to the Resources Committee last
3 week in looking at the mobile capacity in year one, 20 million in
4 year one, and 10 million in the second. The Commission already
5 has a line item for this. Getting sustainability for three Centers
6 of Excellence. Then other things can happen in year two we
7 need to focus on, and I don't know if we can focus on 2014 as
8 being the next year. But the first people that go in, but we do
9 have to train the trainers first. They have to be licensed
10 somehow to be teaching so that people can take the test and get
11 that certification and those credentials, and that appears to be a
12 real issue, at least the Curriculum Committee thought that was a
13 real issue for the Tobacco Commission footprint.

14 People have to be certified. We've talked to a number
15 of community college presidents. They've all said let our folks get
16 in there, first group, and those folks are currently teaching like
17 welding and machine skills and things like that. We need to hear
18 from those folks and what their recommendations are for the
19 mid-level. None of those people right now are doing mid-level
20 work, it's all foundational work with respect to the community
21 colleges.

22 SENATOR RUFF: That's a good point. Let me pass
23 something back. Veterans have been mentioned, people coming
24 out of the service. The Army has put a school out at Fort Pickett,
25 as well as one at Fort Lee. Those schools are teaching those

1 skills. We've got to reach out to them, and those would be the
2 type of people that would build up as to instructors.

3 MR. SOBCZAK: Who is training these trainers? If you
4 go to a community college, I think we're doing that with the
5 community colleges. Look at the military. It's a resource. From
6 my experience, you may have to help them to get in, and that
7 sometimes is difficult.

8 SENATOR RUFF: We can get you into Fort Lee and
9 Pickett. Then I'd arrange a visit and possibly to include them in
10 the, that would be a good point.

11 That's probably some of the most experienced people
12 you'd have.

13 MR. NOYES: Then I think it's good to get these
14 people trained through the community colleges at Highlands and
15 maybe Southside. I don't know if those people are credentialed
16 as teachers.

17 MR. SOBCZAK: I think for marketing purposes, we
18 need a more customized approach, a bigger umbrella. I think it's
19 going to have to be organic.

20 MS. DeROSEAR: I think there have been some very
21 specific recommendations, but I think one of the first steps is to,
22 and I think we need a two-pronged approach. We can get very
23 specific with the applications, but we have to bridge that gap
24 between what the projections are and what is needed as a first
25 step, including occupations. I think this could be a two-pronged

1 approach, these Centers of Excellence, getting out to whatever
2 you're going to call it, the elevator speech. There's something
3 about marketing, the centers, and the curriculum of the only two
4 recommendations made in the BCG Report, changing perceptions
5 around what career development is and what manufacturing is all
6 about. I think *Dream It. Do It. Virginia*, and the nine tools that
7 are recommended in this proposal speak to our concerns are
8 consistent with the findings for *Dream It. Do It. Virginia* in the
9 Tobacco Commission's footprint.

10 If you address the perceptions around this, and
11 maybe as we go forward and we need to --

12 MR. NOYES: It has to be dual track, I think. The
13 larger effort and the *Dream It. Do It* objective by agenda, and
14 the objective need to be defined and the tools to get there, and
15 the Curriculum Committee working towards that certification for
16 the three Centers of Excellence.

17 MR. SOBCZAK: We don't want to outrun our coverage
18 because if you're not ready to deliver, it's hard to turn around a
19 bad reputation. It would just be another effort in this whole
20 activity, acreage of effort, and I don't want that to happen to the
21 initiative. So when we're ready as we evolve, we want to be able
22 to stand and deliver on everything we're talking about. If we go
23 get somebody excited, we don't want them to wait a year or six
24 months or one month, I want it to be doing this together.

25 As far as timing, we're going to phase this project in

1 like we would do any other major initiative, there'll be phases to
2 this. We'll have to be careful with our resources. I want to
3 spend this money like it's our own, I don't want it diluted out
4 there. I know we've heard that before.

5 MR. NOYES: Some things can be delayed a year or
6 two, the more generic things.

7 MR. KEOGH: As far as the centers, there has to be
8 some geographic sensitivity. We've also been discussing tied up
9 in this awareness phase, we have to work on that level, so I'd
10 recommend a parallel track.

11 MR. PFOHL: As far as questions to the marketing or
12 work group proposal and as we're putting together a request for
13 proposal, create the three Centers of Excellence, what would you
14 envision the RFP calling for each of those applicant partnerships
15 to state about their commitment and marketing careers in the
16 three Centers of Excellence.

17 In my mind, the regional partners need to take some
18 ownership of marketing their region so they can deliver the
19 program. What would you envision putting in an RFP to make
20 the applicants present a clear case for how they intend to market
21 their region?

22 SENATOR RUFF: Needs to be regional outreach so
23 they're not focused on one community but focused on the region.

24 MR. SOBCZAK: I would include targeting groups, that
25 includes a variety.

1 DR. WHITE: When the first center opens, you can't
2 run out of applicants. You've got to have enough people in the
3 pipeline, and we want to be ready for that, and would we be
4 ready for that?

5 MR. NOYES: Some of the equipment vendors with the
6 99 percent Ivory Soap level will provide training on equipment
7 that they hope to supply, and some folks are already building
8 that into the agreement. I think we'll probably be fine for the
9 initial steps. I agree with the idea of Fort Lee and take some
10 initiative there. Also, talking to some of these industry people,
11 maybe bringing on board a vendor as an example.

12 MR. SOBCZAK: We can get a hold of the biggest
13 manufacturer of machine tools and there's others in the areas.
14 They can be very beneficial, HASS. So that's the kind of
15 partnership we need to develop and explore.

16 MR. SOBCZAK: So, I would like the Committee to
17 make some recommendations what we can do here. So what
18 else needs to go on the RFP?

19 SENATOR RUFF: You talk about equipment, and there
20 could be a discussion or are you going to speak to multiple
21 manufacturers, and would there be any advantage doing that?

22 MR. NOYES: The private sector partner meeting tend
23 to have different equipment for different software for the
24 machine equipment. I do think we need to be flexible. People
25 want folks trained on equipment that they have or that they

1 currently operate. The advantage of going to HASS or something
2 like that to see if we could get, probably get some cost savings,
3 but that can be negotiated. It seems to me the existing industry
4 have made it clear they want flexibility and they understand
5 there's going to be that level two or level three credential
6 requirement. You may want welding folks on pipefitting, there's
7 certain kinds of software for welding rather than another type.

8 SENATOR RUFF: I understand that, and like Goodyear
9 is using something different. One is going to outweigh the other
10 one. The question is, is there an advantage dealing with one to
11 get a better deal?

12 MR. SOBCZAK: Yes, let me, there is fierce loyalty to
13 brand. You love the machines you have. Sometimes it comes
14 out to, and I'm referring to someone that started out, but what
15 I'm really getting at, some industries are so passionate about
16 what they have, for instance, why aren't you using a CAM system
17 to program. And I said you should be, this is advanced
18 manufacturing, in other words, when you talk to these
19 controllers, I know their faces look different, but they're all
20 controllers and you speak to that through a software or whatever
21 the flavor of CAM equipment is. No one in advanced
22 manufacturing is going to pay a guy if they're not following this
23 correctly. If some instructors don't defend that practice, because
24 I've been there and done that, and I know there's many in
25 Southern California doing this. No matter how you try to move

1 away them from it, they might be focused on one aspect.

2 In these machines, we shouldn't be focused on Ford
3 and Chevy, we should be focused on is it a pickup truck or, in
4 other words, this is high level. It is the Toyota Corolla, it's not a
5 Ferrari, but if you'll learn to drive this, you can eventually drive
6 the Ferrari, I know I'm oversimplifying it. So, yes, there are
7 great advantages in pooling together the three Centers of
8 Excellence. We're going to make recommendations on
9 equipment and we're going to buy and tool suggestions. If
10 everybody goes out and buys their favorite cutting tool, and even
11 though it still cuts the meat, those cutting tools can be very
12 different and if we consolidate it and standardize, we'll get more
13 buying power.

14 If we go somewhere and we're buying all of our
15 cutters at one place and they're going to send an engineer out
16 and they'll say you'd better take care of those guys, don't blow
17 that because you're going to get a lot of attention, and it should
18 be that way because you're buying more. So with all our
19 committees we're going to come up with some recommended
20 equipment. You can absolutely work with that buying power.

21 SENATOR RUFF: Going back to the RFP, does that
22 become part of the RFP?

23 MR. SOBCZAK: I think that's a strong
24 recommendation.

25 DR. WHITE: I would put all that in the RFP, all the

1 things you just mentioned.

2 MR. SOBCZAK: The bigger picture from CCAM's point
3 of view is constantly reinventing this. If you'll look at the very
4 last page and very simply a shot that I worked with. I use that
5 example to show everybody the work breakdown structures
6 we're going to use. You'll have one machine completely
7 manually operated. And if you're comfortable with the different
8 software and you're operating it, or this particular company was
9 very good and for them to adapt to the, in other words, they
10 were new with it, they knew this equipment and they navigated
11 through it for us. So, sometimes, you'll ask a question, are you
12 comfortable with this, and that's something you take into
13 consideration, but there's always the transitions, and the
14 environment is very important.

15 MR. KEOGH: I don't believe the BCG, I don't think
16 they were precise about where the three centers would be even if
17 they'd be identical. Do you have a point of view on that? Is it
18 envisioned the centers will be different?

19 MR. SOBCZAK: I do. And sometimes, you don't hear
20 about something when you're talking about tool and diemaking,
21 but you don't need everyone. But some of these areas we're
22 going to encourage that sort of thing, what's your specialty,
23 special areas.

24 MR. NOYES: They can be different as the different
25 Centers of Excellence, but at the end of the day they'll be level

1 one or level two or level three, credentials that will be met.

2 MR. SOBCZAK: Remember these credentials are third
3 party verification. They don't dictate an exact curriculum. They
4 test after the fact to see if you achieved the level and the
5 knowledge.

6 MR. PFOHL: Some of this as it revolved around, as far
7 as the supply chain, and we're training people for jobs that are
8 not there yet. We've heard from a lot of people, and as far as
9 workforce, we've heard some of the employers say that have a
10 hundred percent they can turn into, they could employ tomorrow.
11 I think some of the things we've been batting around perhaps we
12 set the baseline and we've heard about the curriculum that some
13 of that should include. The point is there are some opportunities
14 built on the needs of some of these employers in the region,
15 Bristol Compressor and the Goodyears and so forth and bring in
16 equipment that might specifically meet the needs of their needs.
17 But to me, that seems to speak to the long-term sustainability.
18 You've got better access to instructors and more people using
19 that facility. At the end of that day that all balances. The fact
20 that we're primarily focused on meeting the needs of what's
21 described in the BCG report, but also serving the needs of the
22 existing employers and helping to address the sustainability and
23 viability.

24 MR. NOYES: We had one employer saying that it cost
25 \$150 an hour to get this kind of training and they have to do that

1 wherever that training was and there's employment. So the
2 sustainability is important.

3 MR. WOOD: I like what's been mentioned, Gayle said.
4 I know what the STEM Program. Typically, you'll build a
5 prototype, focus on that, and also the peoples' needs. If you put
6 all three out there. Then when you talk about putting this all
7 together in the areas we're trying to cover, and I think in your
8 report, it includes 40 school districts. If you started today at 40
9 weeks by spending a week in each school, you're talking about a
10 long time.

11 I also agree with Dr. White because you're going to
12 have to get these people in the pipeline. I think you have to get
13 out there as soon as possible, and the use of the mobile unit is
14 well taken. I think you've got to get a commitment out of your
15 school system and not only the community colleges but all the
16 folks in the school system, whatever means you have to get the
17 information out. It's not just 9:00 to 5:00. It's got to be a
18 continuously working group.

19 When you talk about marketing, and I agree with
20 what initially has been said, I think Katherine brought up that
21 information and that's a very good start. We've got to get
22 something out there and get it out there quickly. When you
23 consider all the educational institutions and you're vying for a
24 certain group of people, it's going to take a lot of work. These
25 are the people that have to get on board with this. I agree with

1 the RFP. We've got to set a sight and work toward it and it's
2 going to take a big effort.

3 MR. SOBCZAK: We're increasing enrollments and
4 revitalizing our program, the machine program. The question is
5 how much does that help you?

6 DR. WHITE: It's difficult to say right offhand, but we
7 had a project, the automotive project, but had it in high school,
8 and this was automotive. Every male student from eighth grade
9 to seniors wanted to take a look at it. And what it did was this
10 project got people's attention. When you have something that
11 you can show people, they put their hands on it and see it, that's
12 very important.

13 Anything that we can show them, that they can see is
14 certainly going to help, motivate them. You've got to get their
15 attention and also the parent's attention.

16 MR. WOOD: We have some of that in local facilities.

17 MR. NOYES: I think somebody was sending people to
18 Cherry Point, North Carolina for some training. I know the school
19 systems had a body shop. Every boy who had a car wanted to
20 come over and work on it. What we tried to do is get people
21 interested by having this available.

22 As far as careers, I know I was at a high school two
23 weeks ago, and the machine shop is what people were interested
24 in. The kids wanted to see things like that, automobiles. I guess
25 what I'm saying something physically that they can see and

1 touch and look at.

2 MR. NOYES: I know in one of the committee meetings
3 we talked about arranging visits to advanced manufacturing
4 facilities in the area and some employers are receptive to that,
5 scheduling a visit. There's a number of things we can identify
6 along those lines, social media things.

7 Bruce, you ought to see some of that stuff.

8 MR. SOBCZAK: I'm going to do it right now.

9 One thing we have to do is be realistic. I'm going to
10 cue this up here and it won't take long. It's about a five-minute
11 video, and it's about what I think about Modern Advanced
12 Manufacturing. The video is Metal and Flesh.

13

14 NOTE: At this point, the video is played for the
15 Committee.

16

17 Mr. SOBCZAK: Obviously not the right view for
18 marketing to every group, but I think it speaks to the point that
19 Charlie brought up.

20 MS. DeROSEAR: That's a perfect example of *Dream*
21 *It. Do It.*

22 MR. NOYES: Did you say you had some video that
23 was that --

24 MR. KEOGH: *Dream It. Do It.*

25 MR. WOOD: Yes, *Dream It. Do It.*

1 MR. SOBCZAK: So, any other thoughts?

2 SENATOR WAMPLER: None.

3 MS. PATTY NELSON: The Higher Ed Center, and we
4 may not have the right equipment, and if we don't have the
5 right --

6 MR. SOBCZAK: It's going to be more definition of a
7 virtual machine center or it's going to be suggested. If you
8 happen to have existing equipment, then, sure, we would use
9 that.

10 MR. NOYES: The least extensive applications.

11 MR. SOBCZAK: You'd have a heck of any advantage if
12 you have this. We can save some money tying this all together
13 with CCAM, and we can also partner and they'd be pressuring
14 different folks to give us good deals on the equipment. That
15 would benefit you because it doesn't matter the cutters you put
16 in your Ford or Chevy.

17 So, what I've heard is suggestions about mobile units,
18 and I think we should start defining those. I love the idea about
19 tying into the military because I had no idea they had those
20 training centers there. That's fantastic.

21 As far as the RFP, the regional outreach, targeted
22 groups, targeted marketing, sustainability of funds for instructor
23 development, anything else. To give you an idea of what I'm
24 going to be working on the categories for the RFP, and we're
25 doing the best practices and the available curriculum around and

1 reporting back on that, and I'll distribute some material for your
2 review.

3 MR. NOYES: We'll be touring the community colleges
4 on the afternoon of the 4th.

5 MS. DeROSEAR: Before we adjourn, I'd just like to
6 say the Marketing Committee, as far as *Dream It. Do It.*
7 *Virginia* as far as how we're going to build upon all that. And
8 when we see proposals come in, being proposed something that
9 already exists, *Dream It. Do It. Virginia*.

10 I'd like to see something in the criteria to help
11 demonstrate how it's not duplicative.

12 MR. SOBCZAK: Katherine, we work on a defined plan
13 and we can have some structure in that.

14 MR. NOYES: You must bear in mind this is a
15 matching program, and there are alternative budgets. VMA's
16 situation, may partner in order to do anything, a hundred percent
17 funding.

18 MR. SOBCZAK: That's something we can talk about.
19 So I'd like to see us, if the group is in agreement, maybe,
20 Katherine, you can work on a more or pair it down as far the
21 approach. I'll also look into some of the logistics about buying of
22 the mobile unit. So that'll be some of the things that I'll be
23 doing.

24 I also want to thank you all for coming today and your
25 comments and thoughts have been very helpful. You all have my

1 contact information in your packet, so thank you all for coming.

2

3



4

CONCLUSION.

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CERTIFICATE OF THE COURT REPORTER

I, Medford W. Howard, Registered Professional Reporter and Notary Public for the State of Virginia at Large, do hereby certify that I was the Court Reporter who took down and transcribed the proceedings of the **Virginia Tobacco Indemnification and Community Revitalization Commission, Marketing Committee Meeting**, when held on Monday, November 25th, 2013, at 1:00 o'clock p.m., at the Institute for Advanced Learning and Research, 150 Slayton Avenue, Danville, Virginia.

I further certify this is a true and accurate transcript to the best of my ability to hear and understand the proceedings.

Given under my hand this 1st day of December, 2013.

Medford W. Howard

Registered Professional Reporter

Notary Public for the State of Virginia at Large

MY COMMISSION EXPIRES: October 31, 2014.